

CORE Spanish Spelling Inventory

SKILL ASSESSED

Spelling

Grade Level

K-6

Language

Spanish

Grouping

Group/Individual

Approximate Testing Time

10-15 Minutes

Materials

- Pencil or pen
- Lined paper
- Spelling Skills Summary (p. 76)

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► **WHAT** The *CORE Spanish Spelling Inventory* consists of a single list of 20 Spanish words. The word list is administered in the same way as a standard spelling test. The words in the list represent a wide range of important phonetic concepts, sequenced to represent simple to more complex word structure and orthographic features. Following administration of the inventory, the student's application of specific spelling skills is summarized.

► **WHY** Examination of a student's spelling shows the extent of the student's orthographic knowledge. The *CORE Spanish Spelling Inventory* shows how well the student is able to apply rules of phoneme/grapheme correspondence and accentuation. It also measures a student's spelling knowledge of high-utility words that do not follow predictable spelling patterns. Spelling skills are intimately tied to skills used in reading. Identifying the range of the student's skills assists in planning appropriate spelling and reading instruction.

► **HOW** Each student should have a pencil or pen and a sheet of writing paper. Instructions for administering each inventory are included with the word list. Group size for young students should not exceed six. For students, such as those in second grade and above, who are capable of attending to a task in a large group setting, the inventory can be administered quickly and easily to the entire class.

Before beginning the inventory, it is important to let the students know that they will not be graded on their performance and that the reason for administering the inventory is to help plan instruction. After administering each set of five words, inspect the students' papers. If the majority of students have misspelled three out of five words, stop testing. Otherwise continue with the next set of

words. Others who have yet to reach the three-out-of-five criterion can complete the remaining sections as a separate group.

► WHAT IT MEANS There are three steps to evaluating a student's spelling once administration is complete:

1. Score the student's paper for number correct. Words with letter reversals, but otherwise spelled correctly, should be counted correct. Although individual students' spelling development and instructional sequences vary, the following can be used as general grade-level expectations of performance:

Grade	Number Correct
K	1 – 2
1	3 – 5
2	7 – 10
3	12 – 15

Grade	Number Correct
4	15 – 18
5	20
6	20

2. Make a copy of the Spelling Skills Summary for each student. There are 17 skills listed on the summary, followed by the words from the inventory that measure those particular spelling skills. Locate on the summary each word the student misspelled and write the invented spelling above it. (Note that since many of the words from the inventory measure more than one spelling skill, they are repeated.) For the first five skills, award the student one point for correctly using the phonetic element, even if the word is otherwise misspelled.
3. Use the skill groupings on the summary to determine if there is a pattern to the student's misspellings. For example, a student may always use *s* to represent the phoneme /*s*/ or consistently omit the final consonant in closed syllables. Completion of the Spelling Skills Summary will show what the student knows as well as the elements that require further review and instruction.

See also

CORE's Teaching
Reading Sourcebook,
Second Edition

► WHAT'S NEXT? Based on the results, the teacher can use this information to design word lists and sorting activities that will match each student's development.

CORE Spanish Spelling Inventory

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventory will have implications for reading, writing, vocabulary, and spelling instruction.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: *Voy a pedirles que delecteen algunas palabras. Traten de escribirlas lo mejor que puedan. Algunas palabras serán fáciles; otras serán más difíciles. Si no saben cómo deletrear alguna palabra, escríbanla lo mejor que puedan. Escriban todos los sonidos que sientan y oigan.*

Say the word once, read the sentence, and then say the word again. Work with groups of five words. You may want to stop testing when students miss three out of five words. See the text for further instructions on administration and interpretation.

Have the students check their papers for their names and date.

Set One

- | | | |
|------------|---|---------|
| 1. noche | Por la <i>noche</i> , duermo en mi cama. | noche |
| 2. corre | Estela <i>corre</i> a su casa porque tiene prisa. | corre |
| 3. pequeño | Tenemos un gatito <i>pequeño</i> . | pequeño |
| 4. jugo | ¿Te gusta el <i>jugo</i> de naranja? | jugo |
| 5. sigue | Su perrito le <i>sigue</i> a todas partes. | sigue |

Set Two

- | | | |
|------------|---|---------|
| 6. vecino | Desde mi ventana se ve el jardín de mi <i>vecino</i> . | vecino |
| 7. ayuda | Necesito <i>ayuda</i> para mover la mesa. | ayuda |
| 8. cerca | La escuela queda <i>cerca</i> de mi casa. | cerca |
| 9. gigante | Leí un cuento sobre un <i>gigante</i> más alto que una torre. | gigante |
| 10. buscan | Las palomas <i>buscan</i> comida en el parque. | buscan |

Set Three

- | | | |
|-------------|--|---------|
| 11. triste | Carlos se puso <i>triste</i> cuando su amigo se fue. | triste |
| 12. hablaba | Mi abuelo siempre <i>hablaba</i> de cuando él era joven. | hablaba |
| 13. estoy | <i>Estoy</i> muy contenta porque es mi cumpleaños. | estoy |
| 14. hueso | Ese perro escondió el <i>hueso</i> . | hueso |
| 15. ciudad | Los Ángeles es una <i>ciudad</i> muy grande. | ciudad |

Set Four

- | | | |
|--------------|--|----------|
| 16. avión | Fuimos en <i>avión</i> a Venezuela. | avión |
| 17. lápiz | Me gusta escribir con <i>lápiz</i> porque se puede borrar. | lápiz |
| 18. llovía | <i>Llovía</i> tanto que el garaje se llenó de agua. | llovía |
| 19. lámpara | La <i>lámpara</i> de mi cuarto da mucha luz. | lámpara |
| 20. desayuno | Mamá prepara el <i>desayuno</i> a las siete de la mañana. | desayuno |

CORE Spanish Spelling Inventory

Spelling Skills Summary

Name _____ Grade _____ Date _____

- _____/3 consonant digraphs *noche, corre, llovía*
- _____/4 phoneme /k/ *corre, pequeño, cerca, buscan*
- _____/1 phoneme /rr/ *corre*
- _____/3 phoneme /g/ *jugo, sigue, gigante*
- _____/1 phoneme /x/, spelled j in *ja, jo, ju* *jugo*
- _____/6 phoneme /s/, spelled s *sigue, buscan, triste, estoy, hueso, desayuno*
- _____/5 phoneme /b/, spelled b and v *vecino, buscan, hablaba, avión, llovía*
- _____/1 phoneme /x/, spelled g in *ge, gi* *gigante*
- _____/3 phoneme /y/, spelled ll* and y *ayuda, llovía, desayuno*
- _____/4 phoneme /s/, spelled c in *ce, ci* and z *vecino, cerca, ciudad, lápiz*
- _____/9 closed syllables *cerca, gigante, buscan, triste, estoy, ciudad, avión, lápiz, lámpara*
- _____/2 blends *triste, hablaba*
- _____/2 silent h *hablaba, hueso*
- _____/1 words with m before p and b *lámpara*
- _____/3 diphthongs *estoy, hueso, ciudad*
- _____/4 words requiring written accent mark
 - aguda ending in n *avión*
 - llana ending in a consonant other than n or s *lápiz*
 - esdrújula *lámpara*
 - dissolved diphthong *avión, llovía*
- _____/1 words with prefix *desayuno*

*Although ll and y represent two distinct phonemes, most Spanish-speakers pronounce both as /y/.